DOCUMENT RESUME

ED 218 403 UD 022 334

AUTHOR Shore, Rima, Ed.; And Others
TITLE Grover Cleveland High School Basic Bilingual Program. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE 81
GRANT G007904435
NOTE 69p.; For related document see ED 200 705.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Achievement Gains; *Bilingual Education Programs; Community Involvement; Curriculum Development; *English (Second Language); Extracurricular Activities; High Schools; *Individualized Instruction; Italian; *Mainstreaming; Mathematics Instruction; Parent Participation; Program Descriptions; Program Effectiveness; Program Evaluation; Self Concept; Social Studies; Spanish
IDENTIFIERS New York City Board of Education

ABSTRACT

This report describes, provides demographic data for, and evaluates the effectiveness of a bilingual program for Spanish and Italian speaking students in Grover Cleveland High School, Queens, New York. The program relies upon individualized instruction and aims to mainstream students into the regular pre-college curriculum within 2 years, if possible. Bilingual instruction is given in language skills, mathematics, and some social studies courses, while participating students attend regular courses in other subject areas. Also part of the program is a noninstructional component, including curriculum and staff development, provision of supportive services, parent participation, and a focus on students' affective domain. The data provided in this report demonstrate significant achievement gains among participating students, as well as the successful development of academic and extracurricular activities. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED218403

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. K. Minter
NYC Bd of Ed

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FINAL EVALUATION REPORT

E.S.E.A. Title VII

Grant Number: G007904435

Project Number: 5001-56-17603

GROVER CLEVELAND HIGH SCHOOL

BASIC BILINGUAL PROGRAM

1980-1981

Principal: Myron L. Liebrader

Director: Aldo Guarnieri

Coordinator: Giovanna Saraceni

Prepared By The

BILINGUAL EDUCATION EVALUATION UNIT

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist
Vincent James Di Martino, Consultant
Frank O'Brien, Ph.D., Consultant
Amy J. Hebard, Consultant
Laura Parker, Consultant

UD 022 334

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, ADMINISTRATOR

ACKNOWLEDGEMENTS

The production of this report, as of all Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. Rima Shore and Armando Cotayo have labored over and edited initial drafts, ensuring that they conformed to O.E.E. standards of scope and style. Dennis Joyce has spent many hours creating, correcting, and maintaining data files. Franco Marinai has patiently reviewed, edited, analyzed, and reported project data. Margaret Scorza has managed the production process, frequently editing and reformatting drafts and assuring that the reports are complete and accurate. Joseph Rivera has spent many hours producing, correcting, duplicating, and disseminating reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	DEMOGRAPHIC CONTEXT	1
II.	STUDENT CHARACTERISTICS	6
III.	PROGRAM DESCRIPTION	10
	Program Philosophy	10
	Personnel and Administration	10
	Goals and Objectives	11
	Student Placement and Programming	12
	Transition	13
IV.	INSTRUCTIONAL PROGRAM	16
	English As A Second Language Program	16
	Instruction In Native Language Arts	17
	Bilingual Instruction In Content Areas	18
	Mainstream Classes	20
V.	NON-INSTRUCTIONAL COMPONENT	22
	Curriculum Development	22
	Resources	22
	Supportive Services	23
	Staff Development	24
	Parent Participation	25
	Affective Domain	27
VI.	FINDINGS	31
	Assessment Procedures, Instruments, and Findings	31
	Summary of Findings	58
VII.	CONCLUSIONS AND RECOMMENDATIONS	60

LIST OF CHARTS AND TABLES

		PAGE
Chart 1.	Administration	11
Table 1.	Home languages of students in the school as a whole.	4
Table 2.	Number of students by language and country of birth.	7
Table 3.	Number and percentages of students by sex and grade.	8
Table 4.	Number of students by age and grade.	9
Table 5.	Instruction in English as a second language.	17
Table 6.	Instruction in native language arts.	18
Table 7.	Bilingual instruction in content areas.	19
Table 8.	Mainstream classes in which program students are enrolled.	21
Table 9.	Curriculum materials developed 1980-81.	22
Table 10.	Number of students leaving the program.	28
Table 11.	Post-high school plans of bilingual program students.	29
Table 12.	Student performance comparison.	30
Table 13.	Results of the Criterion Referenced English Syntax Test (Spanish-speaking students, fall).	34
Table 14.	Performance of students tested on the Criterion Referenced English Syntax Test (Spanish-speaking students, fall).	35
Table 15.	Results of the Criterion Referenced English Syntax Test (Spanish-speaking students, spring).	36
Table 16.	Performance of students tested on the Criterion Referenced English Syntax Test (Spanish-speaking students, spring).	37
Table 17.	Results of the Criterion Referenced English Syntax Test (Italian-speaking students, fall).	38
Table 18.	Performance of students tested on the Criterion Referenced English Syntax Test (Italian-speaking students, fall).	39
Table 19.	Results of the Criterion Referenced English Syntax Test (Italian-speaking students, spring).	40

PAGE

Table 20. Performance of students tested on the Criterion Referenced English Syntax Test (Italian-speaking students, spring). 41

Table 21. Native language reading achievement for Spanish-speaking students (Level 2). 42

Table 22. Native language reading achievement for Spanish-speaking students (Level 3). 43

Table 23. Native language reading achievement for Spanish-speaking students (Levels 4 and 5). 44

Table 24. Native language reading achievement for Italian-speaking students. 45

Table 25. Number and percent of Spanish-speaking students passing teacher-made examinations in mathematics. 46

Table 26. Number and percent of Italian-speaking students passing teacher-made examinations in mathematics. 47

Table 27. Number and percent of Spanish-speaking students passing teacher-made examinations in science. 48

Table 28. Number and percent of Spanish-speaking students passing teacher-made examinations in social studies. 49

Table 29. Number and percent of Italian-speaking students passing teacher-made examinations in social studies. 50

Table 30. Number and percent of Spanish-speaking students passing teacher-made examinations in native language arts. 57

Table 31. Number and percent of Italian-speaking students passing teacher-made examinations in native language arts. 52

Table 32. Number and percent of Spanish-speaking students passing teacher-made examinations in business education and vocational education taught in English. 53

Table 33. Number and percent of Italian-speaking students passing teacher-made examinations in business education and vocational education taught in English. 54

Table 34. Number and percent of Spanish-speaking students passing teacher-made examinations in electives. 55

PAGE

Table 35. Number and percent of Italian-speaking students passing teacher-made examinations in electives. 56

Table 36. Significance of the difference between attendance percentages of program students and the attendance percentage of the school. 57

BASIC BILINGUAL PROGRAM
ITALIAN AND SPANISH

GROVER CLEVELAND HIGH SCHOOL

Location: 21-27 Himrod Street, Ridgewood, New York

Year of Operation: 1980-1981; Second of three years of funding

Target Languages: Italian and Spanish

Number of Participants: 125 Students

Principal: Myron L. Liebrader

Program Director: Aldo Guarnieri

Program Coordinator: Giovanna Saraceni

I. DEMOGRAPHIC CONTEXT

Grover Cleveland High School is located in the Ridgewood section of Queens which runs contiguous to the northernmost boundaries of Brooklyn. The neighborhood is predominantly working class residential with well kept two- and three-family homes. The vicinity around the school is tree-lined and contrasts sharply with the highly industrial area along Metropolitan Avenue which is just a few blocks away. The housing around this industrialized area is run-down, especially as one travels on Metropolitan Avenue toward the nearby Williamsburg section of Brooklyn. The neighborhood of the school is also dotted with small businesses that serve the local shopping needs. The Shaeffer Brewery, a furniture warehouse, and Dairy Mill are also located nearby.

The school building is a relatively well-kept older structure surrounded by grass, shrubs, and trees, giving it a suburban-like qual-

ity. There is evidence of some graffiti but not in epidemic proportions. The school is well endowed with fine athletic facilities including a swimming pool, gyms, tennis courts, and a variety of other facilities (shops, art rooms, etc.) in keeping with a large city comprehensive high school. Attractive oak woodwork is found throughout the school especially in the principal's and department heads' offices. All in all the general appearance of the school is pleasing, although some teachers complain about the lack of day to day custodial upkeep, e.g. blackboards not cleaned regularly.

The bilingual program enjoys an office equal in size and attractiveness to the foreign language department. The offices, however, are located in different wings of the building. The bilingual office also serves as a resource center for the program as well as a place to which the students in the program can go for extra help or to meet with their classroom teachers. An abundance of material seems to be available to the program from its own resources as well as from the foreign language department resources. The community also offers some resources through local public libraries, the Farrini League (a social welfare agency), and after-school E.S.L. and Italian classes at local senior citizen institutions.

Grover Cleveland High School is the only secondary school in Queens serving limited English proficient Italian-speaking students. District 32 has one of the highest concentrations of Italian-speaking people in the borough and is also located near Williamsburgh, which has a very high density of Hispanic non-English residents. Dekalb Avenue serves as a port of entry for many of the two thousand new

Italian immigrants arriving each year to New York City. Most of the Italian immigrants are from the island of Sicily. The Sicilian dialect is readily heard in the many Italian specialty stores in the vicinity.

The Hispanic population comes from low income areas of Queens and Brooklyn. Approximately 20 percent of this group come from Ecuador, 45 percent from Puerto Rico, 20 percent from the Dominican Republic, and the remaining 15 percent from Spain and other Latin American countries. The Italian and Hispanic population make up about 45 percent of the total school enrollment.

For other ethnic groups represented in the school population see Table 1.

Table 1. Home languages of students in the school as a whole.

LANGUAGE	NUMBER OF STUDENTS	PERCENT TOTAL ENROLLMENT	PERCENT LEP
Italian	800	25%	05%
Spanish	473	15%	21%
Chinese	4	less than 1%	100%
Greek	5	less than 1%	25%
Haitian	4	less than 1%	100%
Korean	6	less than 1%	100%
Vietnamese	1	less than 1%	100%
Polish	20	less than 1%	100%
Hungarian	1	less than 1%	100%
Serbo-Croatian	2	less than 1%	100%
German	512	16%	0%
Other	1420	44%	0%
Total	3248	100%	

Although District 32 is only ten minutes from midtown Manhattan, it is relatively isolated from the center of the city because of poor subway connections. The nearest subway station is a twenty-minute walk from the school. According to one teacher, "many of these students have never been to Manhattan in their lives." Surface transportation, on the other hand, is quite good making the school very accessible to surrounding neighborhoods. The population is relatively stable except for about 10 - 15 percent of the Hispanic population

living with grandparents, aunts and uncles, or married brothers and sisters on a temporary basis. These students are usually from broken homes and move from one member of the extended family to another, many times returning to their countries of origin during the actual school year.

For the most part the parents of the limited English proficient children are skilled, semi-skilled, and unskilled blue collar workers. In the majority of the households both parents work leaving these youngsters on their own. Many of them have jobs after school or have to tend to younger siblings. Often the LEP students accompany parents and relatives to social agencies and act as interpreters during school time. Because of the low educational level of many Italian parents and the low regard for education, many children are encouraged not to continue their schooling in order to enter the work force. Because of the above-mentioned problems, the dropout rate and attendance rate are high in comparison to the rest of the city.

In sum, the mobility of some of the Hispanic group and low regard for education among some of the Italian group present the most serious obstacles to school achievement.

II. STUDENT CHARACTERISTICS

One hundred percent of the Italian students and seventy percent of the Hispanic students live in the attendance area of the school. Many of the Hispanic students who come from outside the attendance area come from Brooklyn or other parts of Queens. They choose to leave their neighborhood schools because they feel that Grover Cleveland has a reputation for being a "good and stable school." Also many seek a more integrated and racially balanced setting. Often their local schools are highly racially isolated.

Program students come with a wide range of educational experiences from almost no education to highly academic secondary schools in their countries of origin. Ninety percent of the Italian group and seventy percent of the Hispanic group are literate in their native language. Likewise their range of proficiency in English also varies from no English at all to some students who are totally mainstreamed and taking only native language classes.

It has been noted by some of the staff that the more literate the student is in his native language the more proficient he/she becomes in English. The program reflects these ranges by providing remediation and advanced placement.

Program students have little opportunity to use English outside of the school setting as with their friends and relatives their native languages are used exclusively. In school, both the Italian and Hispanic groups communicate with each other in English and also use English in mainstream classes including music, art, gym, and occasionally, some typing

and math. Table 2 presents the countries of origin and language groups of all the students in the program.

Table 2. Number of program students by language and country of birth.

LANGUAGE	COUNTRY OF BIRTH	NUMBER	PERCENT
Spanish		105	82%
	Puerto Rico	50	
	Ecuador	24	
	Dominican Republic	11	
	Colombia	4	
	Mexico	4	
	El Salvador	2	
	Hondouras	2	
	Urugay	2	
	Chile	1	
	Cuba	1	
	Guatemala	1	
	Panama	1	
	Peru	1	
	Spain	1	
Italian	Italy	23	18%
TOTAL		128	100%

- 82 percent of the program students are from Spanish-speaking countries.
- 18 percent of the program students are from Italy.
- The highest percentage of program students (39 percent) are from Puerto Rico.

Because there may be selective personal and environmental pressures on students in urban communities, the composition of the student body may vary from school to school and grade to grade within a school. Table 3 presents the distribution of bilingual program students by grade and sex.

Table 3. Number and percentages of students by sex and grade.

GRADE	MALE N	PERCENT OF GRADE	FEMALE N	PERCENT OF GRADE	TOTAL N	PERCENT OF ALL STUDENTS
9	12	48%	13	52%	25	19%
10	22	43%	29	57%	51	40%
11	17	46%	20	54%	37	29%
12	7	47%	8	53%	15	12%
TOTAL	58	45%	70	55%	128	100%

- In all grades, the percentages of female students are higher than the percentages of male students.
- The percentage of program students is highest in the tenth grade and lowest in the twelfth grade.

Because many of the Grover Cleveland bilingual students are immigrants, their educational histories may vary considerably, as the discussion of student characteristics has indicated. Many have suffered interrupted schooling, or, because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 4.

Table 4. Number of students by age and grade.*

AGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
15	6	2			8
16	7	12	3		22
17	10	20	13	1	44
18	1	16	13	5	35
19		1	6	7	14
20			1	1	2
21			1	1	2
TOTAL	24	51	37	15	127
Percent Overage For Their Grade	75%	73%	57%	60%	67%

* Shaded boxes indicate the expected age range for each grade.

- 67 percent of the program students are overage for their grade.
- The percentages of overage students are higher in the ninth and tenth grades than in the upper grade levels.

As Table 4 indicates, the fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result they may have a lack of cognitive development in their native language which must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

The coordinator is very definite in stating the program's philosophy of bilingual education, which is "to help the students as much as possible while learning English. We try to mainstream students as soon as possible while providing supportive services and a tutorial program oriented toward a college education." The school administration supports this philosophy and feels that a student should not under normal circumstances be in the program for more than two years.

College orientation meetings are encouraged by the principal and have taken place during the past school years.

The program has not been changed or altered since its initiation. It has, however, become more organized and settled in its second year of funding.

PERSONNEL AND ADMINISTRATION

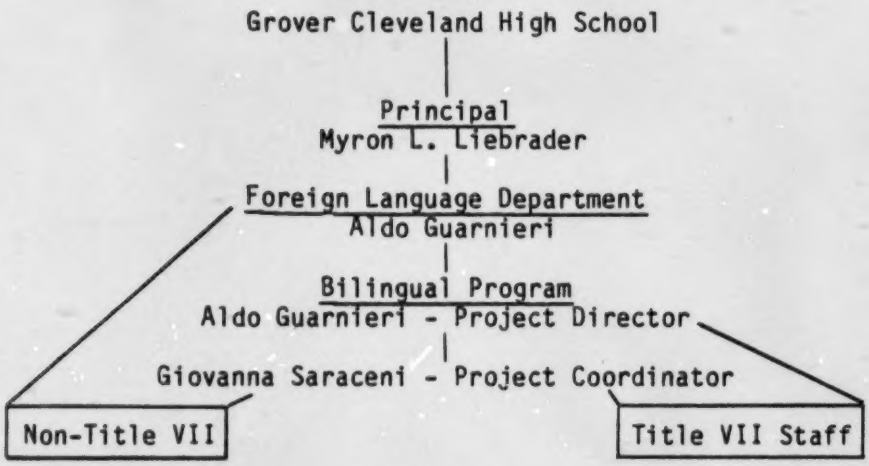
Title VII Personnel

Title VII funds financed three resource teachers, one family assistant, and one paraprofessional. One of the resource teachers is trilingual but works predominantly with the Spanish math teacher; one is bilingual Spanish/English and assists in the Spanish native language classes; and the third is bilingual Italian/English, and works in the Italian social studies classes.

The project coordinator is in charge of the bilingual program operations. She is supervised by the project director who is also the chair-

person of the Foreign Language Department. Chart 1 indicates how the bilingual program at Grover Cleveland is administered.

Chart 1. Administration.



Non-Title VII Personnel

The bilingual program is also served by one Title I paraprofessional, and two Title I E.S.L. teachers. In addition, tax levy funds supply: one guidance counselor, four Spanish language teachers, and two Italian language teachers for the native language classes.

GOALS AND OBJECTIVES

The Grover Cleveland bilingual program philosophy is to provide bilingual instructional and supportive services to participating students with the aim of facilitating their integration into the mainstream of the school and society at the earliest possible date.

The program has set the goal of facilitating the participants' full transition into the regular school within two years of joining the bilingual program. This policy is flexible, however, depending on the individual stu-

dent's mastery of English and content-area subjects.

With a view towards achieving total integration of participating students, while strengthening their knowledge of and pride in their cultural heritage, the program established the following objectives:

* to improve English language achievement skills
* to improve English reading skills
* to improve math achievement skills
* to improve subject-area achievement skills
* to improve native language arts skills
* to improve ethnic culture understanding
* to improve attitudes towards school

STUDENT PLACEMENT AND PROGRAMMING

Student placement in the program is determined by the following criteria:

1. a score at or below the twenty-first percentile on the Language Assessment Battery;
2. recommendation by counselors at Grover Cleveland or at feeder schools;
3. results of CREST exam;
4. passport, interview, foreign records, native language, and math proficiency testing;
5. any special ability, such as in math, art, or music is taken into account when placing students in the various programs offered in the bilingual and mainstream classes.

After careful evaluation of the student assessment information, programs are developed for the students in conjunction with guidance counselors. Students' programs vary according to individual needs. For the most part, students in the program must take the social studies sequence. Courses are also offered in bilingual math as well as native language studies with advanced placement in Spanish for the more academically inclined.

TRANSITION

Before a student is placed in a content-area class, (such as social studies, science, or mathematics) which is taught completely in English, careful analysis is made of the student's degree of proficiency. Mainstreaming occurs only when program staff is certain that the student is confident that academic success can be achieved in an English-oriented class.

The student is mainstreamed gradually. First the student is placed in major subject-area classes in which instruction is conducted in both the native language and English with most texts and materials in English. The policy of the program is to increase English as the year progresses. The general rule is to get students using English as soon as possible without sacrificing content area and self esteem.

In American history/American studies it was observed that in the Spanish bilingual classes about 65 percent of the instruction was conducted in English by the instructor while the students tended to respond approximately 65 percent of the time in Spanish. The board notes and lecture were mostly in English and a great deal of code-switching

was prevalent. When addressing each other students used Spanish 90 percent of the time.

In the Italian bilingual American history/American studies class it was observed that 50 percent of the instruction was conducted in English by the instructor, while students tended to respond roughly 70 percent of the time in English. When addressing each other, students used Italian about 60 percent of the time.

In discussing students' programs with the coordinator it was found that 20 - 25 percent of the students are taking two or more content-area courses in English. Ten percent have completed their English as a second language courses, but continue to receive content-area instruction in their native language, while 15 students have been totally mainstreamed but continue to receive support from the bilingual program.

The bilingual students' main concern about being mainstreamed is the fear of failure. Adjustment usually comes fairly soon, especially with the encouragement and support of the bilingual staff. The program staff tries to interview mainstreamed students a couple of times a year and have them participate in the program's extracurricular activities.

Parents are very eager to see their children in mainstream classes and sometimes push for it too soon. Frequently, many parents do not understand the concept of the program. They are asked to visit the school more often and attend parent meetings to remedy this situation.

Transition to English is the main objective of the bilingual program. The concept is strongly supported by parents, students, staff, and administration. Students who do meet the exit criteria but still manifest

difficulties in English receive remediation in their mainstream classes through tax-levy and Title I P.S.E.N. funds along with support and encouragement from the bilingual staff.

IV. INSTRUCTIONAL PROGRAM

The bilingual program includes grade levels 9 to 12, which are taught in ungraded groups emphasizing individual instruction. The groups are formed in accordance with the students' level of mastery of English and their proficiency in the core courses covered by the program.

Since many students received their primary and some secondary education in Italian- and Spanish-speaking countries, emphasis is placed in the content-area courses on modifying and adapting previously learned material in order to make it correspond to the curriculum taught in American schools.

Classes taught in Italian and Spanish gradually introduce English vocabulary and summaries of the main content discussed. As students master the appropriate terminology and concepts, they are encouraged to use the English language.

All classes are taught five periods per week, a period lasting forty minutes.

ENGLISH AS A SECOND LANGUAGE PROGRAM

All students participating in the bilingual program receive instruction in English as a second language (E.S.L.), which is scaled according to proficiency in preparation for transition into the regular English classes. Table 5 gives a breakdown of these E.S.L. courses.

Table 5. Instruction in English as a second language.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REGISTER	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
E.S.L. 1	3	21	Reading, Writing I	LADO 1 + Reading texts
E.S.L. 2	2	18	" Level II	LADO 2 + " "
E.S.L. 3	1	27	" Level III	LADO 3 + " "
E.S.L. 4	2	16	" Advanced	LADO 4 + " "
Writing Clinic	1	21	" + Compositions	Guided Writing & Free Writing

INSTRUCTION IN NATIVE LANGUAGE SKILLS

Each of the classes listed in Table 6, below, is taught exclusively in the native language. One teacher is in charge of each class.

Table 6. Instruction in native language arts.

COURSE TITLE AND LEVEL	NUMBER OF CLASSES	AVERAGE CLASS REG.	DESCRIPTION	CURRICULUM OR MATERIAL IN USE
Spanish 8N	1	20	Short stories & Introduction to Literature	Cuentos Hispanoamericanos La Dama del Alba
Spanish 12 N	2	34	Short stories, plays, grammar	Cuentos Puertorriquenos La Barca Sin Pescador etc.
Advanced Placement	1	19	Language arts	College placement curriculum
Advanced Placement	1	15	Literature-Survey	Del Solar Hispanico, Neruda, Borges, Unamuno, Galdos, etc.
Italian 8/10			Short stories, poems, etc.	Temas, Perspectives, etc.
Italian 8/10	1	22	Short stories, poems, dialogues	La ragazza di Bube, Racconti del 900
Italian 12N	1	26	Plays, novels, short stories	Fontamara, Il Disertor Il secreto di Luca etc.

BILINGUAL INSTRUCTION IN CONTENT AREAS

Each of the bilingual classes taught in the content areas meet for five periods weekly. The curriculum used is that developed by the New York City Board of Education, supplemented with extensive materials developed by the Grover Cleveland bilingual staff. Students receive regular school credit for all of the bilingual courses. One teacher is in charge of each class with the exception of the algebra and social studies classes, in

which the teachers were assisted by a paraprofessional. All of these content-area classes have one class section except for Spanish bilingual economics and Spanish bilingual ecology which have two sections each. All of the materials used correspond to the mainstream curriculum. See Table 7 for a breakdown of content-area courses.

Table 7. Bilingual instruction in content areas.

COURSE TITLE	AVERAGE REGISTER	LANGUAGES OF INSTRUCTION	PERCENT ENGLISH	PERCENT OF MATERIALS IN NATIVE LANGUAGE
Italian				
American History	12	Ital./Eng.	40%	0%
Algebra 2	12	Ital./Eng.	50%	0%
Bilingual Math	12	Ital./Eng.	50%	0%
Spanish				
9th year Social Studies	15	Sp./Eng.	60%	80%
Economics	22	Sp./Eng.	60%	100%
American History 2	14	Sp./Eng.	70%	100%
Bilingual Math	23	Sp./Eng.	20%	0%
Algebra 1	19	Sp./Eng.	55%	0%
Algebra 2	15	Sp./Eng.	50%	0%
Algebra 4	15	Sp./Eng.	80%	0%
Ecology	28	Sp./Eng.	60%	0%
General				
Social Studies 2 - F/S*	21	English	100%	0%
Science 2 - F/S**	17	English	100%	0%

* Non-program E.S.L. students
** Mixed Italian/Spanish-speaking students

MAINSTREAM CLASSES

All program students are enrolled in mainstream classes in art, music, and physical education. Criteria for entry into major subject mainstream

classes are based upon teacher referral, pupil requests, and test scores. Transition into mainstream is gradual: as proficiency in English develops, mainstream classes are added. All mainstream bilingual students are provided with counseling and follow-up services by the bilingual program and remain in some way connected to the program during their stay at Grover Cleveland High School. Program students serve as valuable resources in the foreign language advanced placement courses. Latin American studies will soon become part of the Board of Education social studies requirements.

Table 8. Mainstream classes in which program students are enrolled.

COMPONENT/SUBJECT	NUMBER OF STUDENTS	CRITERIA FOR SELECTION
Art*	38	Choice
Music*	45	"
Health Education	138	"
Chemistry	5	Test Placement
12th Year Math	2	"
American History	3	Req. Mainstream
Ecology-English	13	Choice
Typing	4	"
Physics	4	Test Placement
Adv. Placement Spanish Language	10	"
Adv. Placement Sp. Literature	15	"
Spanish 8/10	5	Choice
Italian 8/10	3	"
Geometry	5	Test Placement

* Each student must take one term of art and one of music.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

During the academic year 1980-81, under Title VII funding, the Grover Cleveland bilingual staff developed curriculum materials in Italian and Spanish as well as unit and lesson plans for all of the bilingual courses.

Table 9. Curriculum materials developed 1980-81.

CONTENT AREA	CURRICULUM/MATERIALS	IN CLASSROOM USE?
Math	Algebra 3 - Spanish	No
	Algebra 4 - Spanish	Yes
	Algebra 2 - Italian	Yes
Social Studies	American history- Spanish	Yes
	American history- Italian	Yes
	Economics - Italian	No

In addition to materials developed with Title VII funds, the program uses Title I - P.S.E.N. funds for math materials and games. Two copies of all materials, curriculum, and textbooks are kept for use by teachers and students in the resource center. The center also houses excellent reference materials such as dictionaries, slides, filmstrips, and kits.

RESOURCES

The Grover Cleveland library has a substantial collection of books in Spanish and Italian which include novels, textbooks, and periodicals. A foreign language corner has been developed along with a special reference

section for Spanish language materials. The bilingual and foreign language offices also serve as resource rooms with a wide range of commercially and teacher-made materials.

SUPPORTIVE SERVICES

Providing supportive services continues to be a very important aspect of the bilingual program. Individual attention is essential in easing the transition into an all-English-speaking environment.

Supportive services are provided to students and their families both in school and out by a tax-levy trilingual guidance counselor, a Title VII family assistant, and a Title I - P.S.E.N. paraprofessional.

Tutoring is given to students in need of extra help two times a week by two paraprofessionals and two tax-levy teachers. Referrals for tutoring are made on the basis of oral interviews, test scores, or teacher recommendations.

The trilingual guidance counselor does all the programming and counseling and acts as a liaison between program students and the monolingual staff. She sees each student in the program at least two times a year. The family assistant makes home visits upon request from the family or when particular problems arise. This past year, only three home visits were made. However, many families come to school to seek her assistance with translations of documents, legal matters, insurance applications, etc. The family assistant, in conjunction with the paraprofessional, also tutors students with individual school work. Home contact is also maintained by telephone with students' homes on the average of two to five phone calls a week, especially for reasons of absence or school problems.

Career Counseling

This year the program has put a great deal of effort in providing career and vocational counseling to the bilingual students.

The trilingual counselor and the college advisor invited a speaker from Queensborough Community College for a career orientation conference at Grover Cleveland High School. Program students have also attended bilingual career conferences at Queensborough Community College and Columbia University. The coordinator and program staff also spend many hours counseling the students throughout the year.

STAFF DEVELOPMENT

All of the bilingual staff members participate in staff training activities which include: workshops; meetings; conferences.

Workshops and Meetings

Monthly meetings are held by the program director with the goal of improving the skills of the entire staff in dealing with the many needs and problems of the program students. Some of the topics covered are:

1. mainstreaming;
2. placement;
3. student progress;
4. providing tutorial help;
5. home problems.

Weekly consultation sessions are also held in order to discuss students' problems with school, attendance, home, etc. In addition, the coordinator and director attend workshops on proposal writing, one for state grants and the other for Title VII.

Conferences

The coordinator and various members of the bilingual staff attended the following conferences during the 1980-81 school year:

1. State Education Conference;
2. City-wide Conference for Hispanic and Italian parents;
3. Evaluation Design Conference given by the Board of Education;
4. Bilingual Career Orientation Conference sponsored by Queensborough Community College;
5. Columbia University Career Conference sponsored by the Bilingual Education Service Center (B.E.S.C.).

University Courses

All of the bilingual teaching staff hold advanced degrees and have extensive professional preparation at the university level. No additional university courses were taken by them during the 1980-81 academic year. One paraprofessional staff member, on the other hand, is enrolled in university courses and is working to obtain her teaching license. She has taken 27 credits in the 1980-81 school year.

The program is experiencing difficulty in finding proficient bilingual licensed science teachers. In order to remedy this situation for the time being, licensed foreign language teachers are being trained by the chairman of the science department.

PARENT PARTICIPATION

The Parent/Student/Community Advisory Committee meets monthly at noon in the library and is made up of the coordinator (1), teachers (4), the family assistant (1), students (10), and parents (10). Its

function is to keep parents informed of program development and to gather input for the program formation as well as to encourage both parents and students to consider furthering the students' education after graduation.

The school offers adult education to the parents of the bilingual students. Some of the courses which are offered are English as a second language, sewing, swimming, etc. Most of the parents do not take advantage of these services because they work during the day and do not have the time and energy to devote to activities outside the home. In addition, most of the Hispanic parents live out of the district and would have to travel the subway at night. In fact, parent participation on a regular basis seems to be one of the major problems of the program.

The most successful ways of getting parents to participate in school activities have been through the following:

1. open school week;
2. international festival (1,000 parents attended, parents made costumes and cooked typical foods);
3. cake sale to help Italian earthquake victims;
4. Parent/Teacher Association functions.

When these parents are asked to participate personally through phone calls before meetings and letters sent home, the response is rather good, but a great deal of effort is necessary on the part of the program staff in order to get regular parental participation.

AFFECTIVE DOMAIN

Extracurricular Activities

Program students participated actively in the bilingual program and school-wide extracurricular activities. The Italian Club, the Library Club, the Language Fair, the Language Magazine, the soccer team, and weekend trips seem to be the most popular.

In sports, the soccer team, which is made up of 95 percent bilingual students, won the City Championship for 1980-81 academic year.

Student Performance

In an attempt to better understand the factors underlying the movement of students through and out of the program, data were collected on the reasons given for students leaving the program during the 1980-1981 school year and are presented in Table 10.

10. Number of students leaving the program.

REASON FOR LEAVING	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
Graduated				8	8
Returned to Native Country	3	2			5
Discharged (Job)	1				1
Discharged (Reason Unknown)		1			1
Truant		1			1
Dropout	1				1
TOTAL	5	4		8	17

Source: Individual student data forms submitted by the program.

- Approximately 13 percent of the total program population left during 1980-1981.
- Approximately one-half of the students leaving the program were twelfth graders who graduated (6 percent of the total program population).

An examination of the post-high school plans of the bilingual program students reveals the following:

Table 11. Post-high school plans of bilingual program students.

PLANS	NUMBER	PERCENT
College	63	50%
Vocational or Career Training School	13	10%
Job	3	2%
Armed Forces	6	6%
Keep a Household	13	10%
Undecided	16	13%
Unknown	12	9%
TOTAL	126	100%

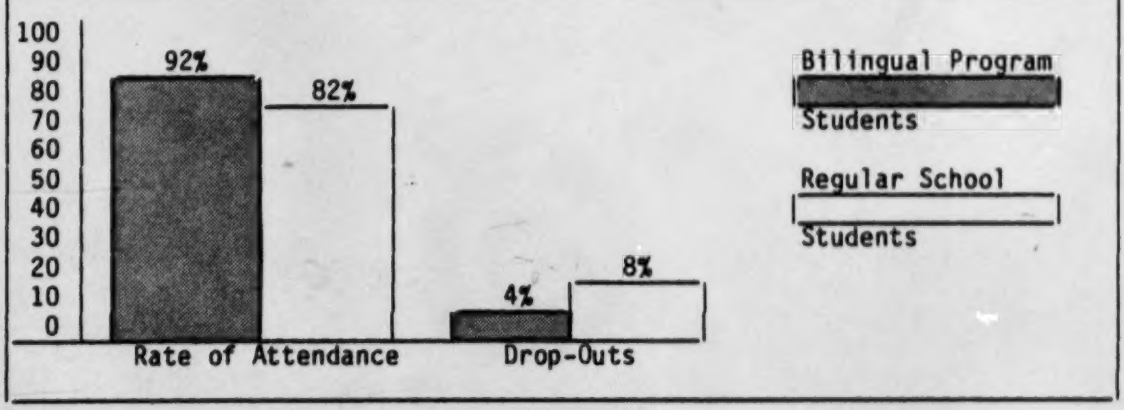
- The great minority of the bilingual program students (60 percent) plan to attend college (63 students) or to seek additional vocational or career training (13 students).
- Another two percent desire full-time employment after graduation.

Program students have excelled academically. Of the eight bilingual program students graduating, 100 percent are going to college. Two are in the top ten of the graduating class. Ten percent of the bilingual students are on the honor roll. Of the 58 students inducted into Arista, the honor society, ten were program students. In January, 1981, 100 percent passed the social studies citywide examination. Three Italian bilingual students

participated in Italian culture week essay contests, and they all won first prize in their various categories. Also, special commendation should be categories. Also, special commendation should be made for the program's award winning Foreign Language Magazine. In addition to school extracurricular activities, the majority of program students hold jobs outside of school.

Table 12 below provides a view of program students compared with the rest of the school population in the areas of attendance and dropout rates.

Table 12. Student performance comparison.



Source: program records.

- The attendance rate of program students is ten percent higher than that of the student body as a whole.
- The school-wide drop-out rate is twice that of the bilingual program.

VI. FINDINGS

ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments, procedures, and the evaluation of student achievement in 1980-1981. Students were assessed in English language development, growth in mastery of native language, mathematics, social studies, science, and miscellaneous courses. The following are the areas assessed and the instruments used:

English as a second language--CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Reading in Spanish--Interamerican Series, Prueba de Lectura (Total reading, forms BS and AS, Levels 2, 3, 4, 5)

Mathematics performance--Teacher-made tests

Science performance--Teacher-made tests

Native language arts performance--Teacher-made tests

Miscellaneous courses--Teacher-made tests

Attendance--School and program records

The following analyses do not represent estimates of how students would have performed in the absence of the bilingual program because of the unavailability of appropriate comparison groups. Further, no comparison with other groups on the CREST and Prueba de Lectura were possible because of the inapplicability of test norms to this sample of students.

Achievement In English As A Second Language

The Criterion Referenced English Syntax Test (CREST) was used to measure growth in English proficiency. The instrument tests mastery of specific syntactic skills at three levels. Levels I and II contain 25 objectives each, such as knowledge of present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced Level III is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items per objective. The items are multiple choice with four possible answers. Mastery of a skill objective is defined as a student's ability to answer three out of four items correctly.

Since CREST test Levels I and II have a maximum score of 25 while Level III has a maximum score of 15, the gains across levels are not directly comparable. In addition, students generally pre-test higher in the higher levels. Therefore, room for gain has been measured by subtracting the pre-test score from the maximum score attainable. The actual gain of students has been divided by room for gain to get the percent possible gain attained.

Breakdowns are reported by grade and level for students who were pre- and post-tested with the same level test. This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment in fall and spring semesters, by Spanish- and Italian-speaking students.

Achievement In Spanish Language Reading

Correlated t-tests on the pre- and post-standardized tests in Spanish reading achievement were done to determine whether or not the difference between pre-test and post-test mean scores was significant, i.e. larger than would be expected by chance variation. Educational significance was determined for

each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1] Effect size is an estimate of the difference between the pre-test and post-test means freed of the influence of sample size and expressed in standard deviation units. Substantial differences that exist may fail to reach statistical significance if the number of observations is small. Similarly, statistically significant differences are often not educationally meaningful. Thus, effect size permits a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

Teacher-Made Tests

The number of students enrolled, and the number and percent passing examinations in mathematics, science, social studies, native language arts, and miscellaneous courses are reported for each language group by subject, grade, and semester in the appropriate tables. In courses other than native language arts, data on students taking mainstream courses while receiving tutoring through the program and data on students receiving content instruction in their native language were combined.

---

1. Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977, Chapter 2.

Table 13. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(Spanish-speaking students, fall)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	8	10.2	13.2	3.0	2.7	1.11
10	23	10.6	14.7	4.1	2.7	1.52
11	16	10.5	13.7	3.2	2.9	1.10
12	6	10.7	13.7	3.0	2.8	1.07
TOTALS	53	10.5	14.1	3.6	2.8	1.29

* Post-test minus pre-test.

- Spanish students in grades 9 through 12 mastered 3.6 objectives during the fall instructional months.
- Mastery rates at each grade were comparable and ranged from 1.07 objectives per month by twelfth-grade students to 1.52 per month by tenth-grade students.

Table 14. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Spanish-speaking students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*
9	3	13.7	16.3	2.6	4	8.2	11.7	3.5	1	8.0	10.0	2.0
10	12	13.0	17.2	4.2	7	8.4	13.3	4.9	4	7.0	10.0	3.0
11	2	18.5	21.0	2.5	3	8.7	16.3	7.6	11	9.5	11.7	2.2
12					3	13.3	18.7	5.4	3	8.0	8.7	0.7
TOTALS	17	13.8	17.5	3.7	17	9.3	14.4	5.1	19	8.7	10.8	2.1

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).
* Post-test minus pre-test.

- Proportionate gains were equivalent across the three levels of the test.
- Level I students' gain of 3.7 objectives was a mastery of 33 percent of the 11.2 objectives (25 - 13.8) which were not passed on the fall pre-test.
- Level II students' gain of 5.1 objectives was a mastery of 32 percent of the 15.7 objectives (25 - 9.3) not passed on the pre-test.
- Level III students' gain of 2.1 objectives was a mastery of 33 percent of the 6.3 objectives (15 - 8.7) not passed on the pre-test.
- Students' post-test scores indicated that the level of mastery was similar among those tested with Levels I and III but lower among those tested with Level II. Level I students passed a total of 17.5 of the 25 objectives (70 percent), Level II students passed 14.4 of their 25 objectives (58 percent) and Level III students passed 10.8 of their 15 objectives (72 percent).

Table 15. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(Spanish-speaking students, spring)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	10	7.4	11.9	4.5	2.9	1.55
10	22	7.8	12.0	4.2	2.7	1.56
11	7	10.0	12.9	2.9	2.9	1.00
12	5	8.4	11.2	2.8	3.0	0.93
TOTALS	44	8.1	12.0	3.9	2.8	1.39

* Post-test minus pre-test.

. Students mastered an average of 3.9 objectives during the spring, at a rate of 1.39 objectives per month of instruction.

Table 16. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Spanish-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*
9	3	6.0	12.0	6.0	2	10.5	14.5	4.0	5	7.0	10.8	3.8
10	3	10.7	15.7	5.0	11	7.6	12.8	5.2	8	6.9	9.6	2.7
11					1	18.0	24.0	6.0	6	8.7	11.0	2.3
12									5	8.4	11.2	2.8
TOTALS	6	8.3	13.8	5.5	14	8.8	13.9	5.1	24	7.7	10.5	2.8

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).
* Post-test minus pre-test.

. Proportionate gains were equivalent across the three levels of the test.

. Level I students' gain of 5.5 objectives was a mastery of 33 percent of the 16.7 objectives (25 - 8.3) which were not passed on the spring pre-test.

. Level II students' gain of 5.1 objectives was a mastery of 31 percent of the 16.2 objectives (25 - 8.8) not passed on the pre-test.

. Level III students' gain of 2.8 objectives was a mastery of 38 percent of the 7.3 objectives (15 - 7.7) not passed on the pre-test.

. Students' post-test scores indicated that students tested with Level III had a higher level of mastery than students tested with the other two levels. Level I students passed a total of 13.8 of the 25 objectives (55 percent), Level II students passed 13.9 of their 25 objectives (56 percent) and Level III students passed 10.5 of their 15 objectives (70 percent).

. There is a strong relationship between test level and grade.

Table 17. Results of the Criterion Referenced English Syntax Test(CREST): number of objectives mastered and objectives mastered per month.

(Italian-speaking students, fall)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	2	1.5	5.0	3.5	2.6	1.35
10	2	9.0	11.0	2.0	1.5	1.33
11	7	11.0	15.0	4.0	2.6	1.54
12	3	11.3	12.0	0.7	2.9	0.24
TOTALS	14	9.4	12.4	3.0	2.5	1.20

* Post-test minus pre-test.

. Italian students in grades 9 through 12 mastered 3.0 objectives during the fall instructional months.

. Mastery rates in grades 9 through 11 were comparable. The mastery rate among grade 12 students was low, but this was a function of high pre-test scores.

Table 18. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Italian-speaking students, fall)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*
9	2	1.5	5.0	3.5								
10	1	12.0	13.0	1.0	1	6.0	9.0	3.0				
11	1	13.0	25.0	12.0	3	10.0	13.7	3.7	3	11.3	12.0	0.7
12									3	11.3	12.0	0.7
TOTALS	4	7.0	12.0	5.0	4	9.0	12.5	3.5	6	11.3	12.0	0.7

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).
* Post-test minus pre-test.

- Proportionate gains among students had a tendency to decrease with the level of the test; however, since so few students were tested at each level, these differences are probably insignificant.
- Level I students' gain of 5.0 objectives was a mastery of 28 percent of the 18 objectives (25 - 7) which were not passed on the spring pre-test.
- Level II students' gain of 3.5 objectives was a mastery of 22 percent of the 16 objectives (25 - 9) not passed on the pre-test.
- Level III students' gain of .7 objectives was a mastery of 19 percent of the 3.7 objectives (15 - 11.3) not passed on the pre-test. These students were functioning near the ceiling of the test.
- Students' post-test scores indicated that students tested with Level III has a higher level of mastery than those tested with the other two levels of the test. Level I students passed a total of 12.0 of their 25 objectives (48 percent), Level II students passed 12.5 of their 25 objectives (50 percent) and Level III students passed 12.0 of their 15 objectives (80 percent).

Table 19. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered and objectives mastered per month.

(Italian-speaking students, spring)

GRADE	# OF STUDENTS	AVERAGE NUMBER OF OBJECTIVES MASTERED PRE	POST	OBJECTIVES MASTERED *	AVERAGE MONTHS OF TREATMENT	OBJECTIVES MASTERED PER MONTH
9	3	3.0	13.0	10.0	2.7	3.70
10	2	7.0	13.5	6.5	2.9	2.24
11	6	7.5	12.8	5.3	2.7	1.96
12	2	11.0	12.5	1.5	3.1	0.48
TOTALS	13	6.9	12.9	6.0	2.8	2.14

* Post-test minus pre-test.

. Students mastered an average of 6.0 objectives during the spring, at a rate of 2.14 objectives per month of instruction. The rate of mastery varied considerably across grades but the small number of students involved makes interpretation of these data difficult. The overall rate of mastery is high, despite the fact that ceiling effects among the twelfth graders depress the outcomes.

Table 20. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Italian-speaking students, spring)

	LEVEL I				LEVEL II				LEVEL III			
		AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED				AVERAGE NUMBER OF OBJECTIVES MASTERED		
GRADE	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*	N	PRE	POST	GAIN*
9	3	3.0	13.0	10.0								
10					2	7.0	13.5	6.5				
11					1	10.0	22.0	12.0	5	7.0	11.0	4.0
12									2	11.0	12.5	1.5
TOTALS	3	3.0	13.0	10.0	3	8.0	16.3	8.3	7	8.1	11.4	3.3

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).
* Post-test minus pre-test.

- Proportionate gains were equivalent across the three levels of the test.
- Level I students' gain of 10.0 objectives was a mastery of 45 percent of the 22 objectives (25 - 3) which were not passed on the spring pre-test.
- Level II students' gain of 8.3 objectives was a mastery of 49 percent of the 17 objectives (25 - 8) not passed on the pre-test.
- Level III students' gain of 3.3 objectives was a mastery of 48 percent of the 6.9 objectives (15 - 8.1) not passed on the pre-test.
- Students' post-test scores indicated that the level of mastery tended to increase with the level of the test. Level I students passed a total of 13 of the 25 objectives (52 percent), Level II students passed 16.3 of their 25 objectives (65 percent) and Level III students passed 11.4 of their 15 objectives (76 percent).

Table 21. Native language reading achievement for Spanish-speaking students.

Significance of mean total score raw score differences between initial and final test scores in native language achievement of students with full instructional treatment on Level 2 of the Prueba de Lectura.

		PRE-TEST		POST-TEST						
GRADE	N	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN DIFFERENCE	CORR. PRE/POST	t	p	ES
9	3	86.7	15.9	93.3	17.7	6.6	.98	3.05	<.10	1.76
10	16	89.7	17.2	98.6	11.7	8.9	.70	2.88	<.05	.72
11	2	96.0	1.4	101.5	2.1	5.5	-1.00	2.20	.27	1.56
12	-	-	-	-	-	-	-	-	-	-
TOTAL	21	89.9	15.9	98.1	11.8	8.2	.73	3.48	<.005	.76

- Spanish-speaking students in grade 10 who were tested with Level 2 of the Prueba de Lectura made gains in their native language achievement which were both statistically ($p < .05$) and educationally (ES = .72) significant.
- The gain of 6.6 points by grade 9 students tested with Level 2 was educationally significant (ES = 1.76). Due to the small number of students, this gain was not statistically significant ($p < .10$).
- The gain of 5.5 points by grade 11 students, like the gain by grade 9 students was significant educationally but not statistically. Once again, this was a result of the small number of students who were tested with this level of the test.
- The highest score possible on Level 2 of this test is 110.

Table 22. Native language reading achievement for Spanish-speaking students.

Significance of mean total raw score differences between initial and final test scores in native language achievement of students with full instructional treatment on Level 3 of the Prueba de Lectura.

		PRE-TEST		POST-TEST						
GRADE	N	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN DIFFERENCE	CORR. PRE/POST	t	p	ES
9	11	81.9	18.0	87.7	16.9	5.8	.95	3.46	<.01	1.04
10	19	77.3	16.0	88.7	14.2	9.4	.82	4.42	<.001	1.01
11	15	86.3	11.6	93.9	10.6	7.6	.71	3.46	<.005	.89
12	2	66.0	21.2	72.5	14.8	6.5	1.00	1.44	<.39	1.02
TOTAL	47	80.8	15.7	88.6	14.2	7.8	.86	6.67	<.001	.97

- Spanish-speaking students in grades 9 through 11 who were tested with Level 3 made gains which were both educationally and statistically significant.
- Grade 12 students' gain of 7.8 raw score points was educationally significant but, as a result of the small number of students, was not statistically significant.
- Gains by grade level ranged from a low of 5.8 in the ninth-grade to 9.4 in the tenth-grade, for an average gain of 7.8 points.
- The highest score possible on Level 3 of this test is 125.

Table 23. Native language reading achievement for Spanish-speaking students.

Significance of mean total raw score differences between initial and final test scores in native language achievement of students with full instructional treatment on Levels 4 and 5 of the Prueba de Lectura.

		PRE-TEST		POST-TEST						
GRADE	N	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN DIFFERENCE	CORR. PRE/POST	t	p	ES
LEVEL 4										
9	0									
10	5	56.6	13.9	68.2	8.4	11.6	.75	2.75	<.05	1.23
11	10	65.5	15.9	79.2	13.1	13.7	.84	4.95	<.001	1.57
12	8	66.8	15.8	75.6	14.1	8.8	.82	2.73	<.05	.97
TOTAL	23	64.0	15.3	75.6	12.8	11.6	.81	6.24	<.001	1.80
LEVEL 5										
12	1	70.0		74.0		4.0				

- Gains by grade level ranged from a low of 8.8 in grade 12 to 13.7 in grade 10, for an average gain of 11.6 points on Level 4 of this test.
- The gains of grade 10 through 12 students tested with Level 4 were both educationally and statistically significant.
- The highest score possible on either Level 4 or 5 of this test is 125.

Table 24. Native language reading achievement for Italian-speaking students.

Significance of mean total raw score differences between initial and final test scores in native language achievement of students with full instructional treatment on teacher-made tests.

		PRE-TEST		POST-TEST						
GRADE	N	MEAN	STANDARD DEVIATION	MEAN	STANDARD DEVIATION	MEAN DIFFERENCE	CORR. PRE/POST	t	p	ES
9	5	52.2	15.6	57.2	15.0	5.0	.98	3.63	<.05	1.62
10	4	73.0	12.1	82.5	8.6	9.5	.96	4.21	<.05	2.11
11	9	72.4	5.8	80.1	6.9	7.7	.59	3.94	<.01	1.31
12	4	79.0	14.3	86.0	10.6	7.0	.99	3.58	<.05	1.79
TOTAL	22	69.1	14.3	76.4	14.3	7.3	.95	7.25	<.001	1.55

- Italian-speaking students in grades 9 through 12 made significant gains in their native language achievement.
- Gains ranged from a low of 5.0 raw score points in ninth-grade to 9.5 raw score points in tenth grade.
- Gains at each grade level had an educational significant (ES) value of more than .80, which indicates that the gains were both statistically and educationally significant.

Table 25. Number and percent of Spanish-speaking students passing teacher-made examinations in mathematics.

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9	15	13	87%	15	13	87%
10	37	28	76%	39	36	92%
11	26	24	92%	28	22	79%
12	11	10	91%	11	10	91%
TOTAL	89	75	85%	93	81	87%

- The overall pass rate of Spanish-speaking students in mathematics courses in the fall was 85 percent.
- The overall pass rate in the spring was 87 percent.
- Ninth and twelfth graders were the most consistent performers.

Table 26. Number and percent of Italian-speaking students passing teacher-made examinations in mathematics.

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9	3	1	33%	6	5	83%
10	3	2	66%	4	2	50%
11	9	7	78%	9	6	67%
12	3	2	67%	2	2	100%
TOTAL	18	12	67%	21	15	71%

- The overall pass rate of Italian-speaking students in the fall was 67 percent.
- The overall pass rate in the spring was 71 percent.
- Only one of the three ninth-graders passed in the fall, but five of six passed in the spring.
- As the number of students in the Italian classes was very small, a small change in the number of students passing appeared as large percentage differences. Therefore, the percentages of students passing should be interpreted with caution.

Table 27. Number and percent of Spanish-speaking students passing teacher-made examinations in science.

GRADE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
9	14	11	79%	14	14	100%
10	37	33	94%	42	40	95%
11	14	14	100%	16	15	94%
12	2	1	50%	2	2	100%
TOTAL	67	59	90%	74	71	96%

- The overall pass rate of Spanish-speaking students in science classes was 90 percent in the fall.

- The overall pass rate was an even higher 96 percent in the spring.

- As for the Italians, only three students took science classes in the fall. The percent of students passing was 100. In the spring, nine Italian-speaking students took science courses; 78 percent passed.

Table 28. Number and percent of Spanish-speaking students passing teacher-made examinations in social studies.

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9	15	12	80%	15	14	93%
10	37	33	89%	42	37	88%
11	26	25	96%	24	23	96%
12	11	9	82%	11	11	100%
TOTAL	89	79	89%	92	85	92%

The overall pass rate in social studies in the fall was 89 percent and in the spring was 92 percent. These indicate very fine work by students and teachers.

Table 29. Number and percent of Italian-speaking students passing teacher-made examinations in social studies.

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9				2	2	100%
10	2	2	100%	4	2	50%
11	8	8	100%	8	8	100%
12	4	4	100%	4	4	100%
TOTAL	14	14	100%	18	16	89%

- The overall passing rate was 100 percent in the fall and 89 percent in the spring, both excellent results.

- The passing rate was 100 percent for all classes except that only two of the four tenth-graders passed in the spring.

- The number of students was rather small -- 14 in the fall and 18 in the spring. As a result, a small change in the number of students passing in the tenth grade in the spring appeared as a larger percentage difference.

Table 30. Number and percent of Spanish-speaking students passing teacher-made examinations in native language arts.

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9	15	12	80%	15	11	73%
10	38	34	89%	44	38	86%
11	26	25	96%	28	27	96%
12	11	11	100%	11	11	100%
TOTAL	90	82	91%	98	87	89%

- The passing rate in native language arts of 91 percent in the fall and 89 percent in the spring are very fine results.

Table 31. Number and percent of Italian-speaking students passing teacher-made examinations in native language arts.

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9	3	1	33%	6	5	83%
10	3	3	100%	4	3	75%
11	9	9	100%	8	8	100%
12	4	4	100%	4	4	100%
TOTAL	19	17	89%	22	20	91%

- 89 percent of the fall Italian-speaking students passed, while 91 percent of the spring students did.
- Overall, the number of students was small. As a result the only two people failing in the fall lowered the passing rate of ninth graders to 33 percent.

Table 32. Number and percent of Spanish-speaking students passing teacher-made examinations in business education and vocational education taught in English.

COURSE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
Business education	19	18	95%	24	21	88%
Vocational education	5	5	100%	9	9	100%

- The passing rate of Spanish-speaking students taking business education courses in the fall was 95 percent, while the passing rate was 88 percent in the spring.

- The passing rate of students in the vocational education courses in the fall was 100 percent, as was the rate in the spring.

Table 33. Number and percent of Italian-speaking students passing teacher-made examinations in business education and vocational education taught in English.

COURSE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
Business education	2	1	50%	2	0	0%
Vocational education	7	6	86%	5	4	80%

- The passing rate of Italian-speaking students taking business education courses was 50 percent in the fall. Neither of the students taking the courses in the spring passed.

- The passing rate in the vocational education courses, however, was much better, at 86 percent in the fall and 80 percent in the spring.

- As the number of students taking the business education courses was so small, the numbers should be interpreted with caution.

Table 34. Number and percent of Spanish-speaking students passing teacher-made examinations in electives.

GRADE	FALL 1980 N	FALL 1980 NUMBER PASSING	FALL 1980 PERCENT PASSING	SPRING 1981 N	SPRING 1981 NUMBER PASSING	SPRING 1981 PERCENT PASSING
10	5	4	80%	3	3	100%
11	22	21	95%	26	24	92%
12	5	3	60%	5	5	100%
TOTAL	32	28	88%	34	32	94%

- The passing rate of Spanish-speaking students taking electives was 88 percent in the fall and 94 percent in the spring.

- The courses included sewing, English electives, cuisine, western civilization, childcare, and others.

Table 35. Number and percent of Italian-speaking students passing teacher-made examinations in electives.

	FALL 1980			SPRING 1981		
GRADE	N	NUMBER PASSING	PERCENT PASSING	N	NUMBER PASSING	PERCENT PASSING
9				6	4	66%
11	2	2	100%	6	4	66%
12	6	6	100%	6	5	83%
TOTAL	8	8	100%	18	13	72%

- The passing rate of Italian-speaking students taking elective courses in the fall was 100 percent, while that of the spring was 72 percent.

- The courses including sewing, English electives, cuisine, western civilization, childcare, and others.

Table 36. Significance of the difference between attendance percentages of program students and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 82:29

GRADE	N	MEAN PERCENTAGE	STANDARD DEVIATION	PERCENTAGE DIFFERENCE	t*	p
SPANISH-SPEAKING STUDENTS						
9-12	87	91.64	7.32	9.35	11.85	.001
ITALIAN-SPEAKING STUDENTS						
9-12	20	87.05	8.39	4.76	5.26	.001

* two-tailed test of significance

. Attendance rates of both Spanish- and Italian-speaking students were significantly above the school-wide rate of 82.29 percent.

SUMMARY OF FINDINGS

In English reading achievement in the fall and spring, Spanish-speaking program students met and exceeded the criterion level of one objective mastered per month of instruction. Italian-speaking program students also exceeded the program objective in both fall and spring semesters.

In native language reading, Spanish-speaking program students demonstrated statistically and educationally significant gains on Levels 2, 3, 4, and 5 of the Prueba de Lectura. Italian-speaking students (tested with teacher-made instruments) made gains in Italian reading achievement which were also judged to be educationally and statistically significant.

The overall pass rate in mathematics for Spanish-speaking students in the fall was 85 percent. In the spring, the overall pass rate for this group was 87 percent. For Italian-speaking students, the overall pass rate in fall mathematics courses was 67 percent. In the spring, the overall pass rate was 71 percent.

In science, the overall pass rate for Spanish-speaking students in the fall was 90 percent. The spring overall pass rate for this group was 96 percent. The overall pass rate in the fall for the three Italian-speaking students enrolled in science courses was 100 percent. In the spring, the overall pass rate in science for nine Italian-speaking students was 78 percent.

In social studies, the overall pass rate for Spanish-speaking students was 89 percent in the fall and 92 percent in the spring. For Italian-speaking students, the overall pass rate in social studies was 100 percent in the fall and 89 percent in the spring.

The overall pass rate in native language arts for Spanish-speaking students in the fall was 91 percent. The spring overall pass rate for this group was 89 percent. The overall pass rate for Italian-speaking students was 89 percent in the fall and 91 percent in the spring.

In business education courses taught in English, the overall pass rate for Spanish-speaking students was 95 percent in the fall and 88 percent in the spring. For the two Italian-speaking students enrolled in business education courses the overall pass rate was 50 percent in the fall. Neither student passed in the spring.

The overall pass rate in vocational education courses taught in English for the five Spanish-speaking students enrolled in the fall was 100 percent. For the nine students enrolled in these courses in the spring, the overall pass rate was again 100 percent. The overall pass rate for the seven Italian-speaking students enrolled in these courses was 86 percent in the fall and 80 percent in the spring (five students).

The overall pass rate for Spanish-speaking students in elective courses was 88 percent in the fall and 94 percent in the spring. For the eight Italian-speaking students enrolled in these courses in the fall, the overall pass rate was 100 percent. In the spring, the overall pass rate for 18 Italian-speaking students in elective courses was 72 percent.

The attendance rates of both Spanish- and Italian-speaking students were significantly higher than the school-wide attendance rate.

VII. CONCLUSIONS AND RECOMMENDATIONS

The Grover Cleveland Bilingual Program, in its second year of funding, continues to grow and improve in order to provide bilingual instruction to limited English proficient Italian- and Spanish-speaking students.

During the three site visits by the evaluator, key personnel were interviewed, including the project coordinator and director, the principal, and many teachers and guidance counselors both in the bilingual program and out. The overwhelming impression of the evaluator concerning the bilingual program was that it is strongly supported by the entire school and is staffed by highly dedicated and qualified personnel.

Some of the major achievements of the bilingual program for the 1980-81 academic year were :

1. development of curriculum materials for math and social studies both in Italian and Spanish;
2. expansion of bilingual materials and resources for the school and program resource center;
3. coordination and development of a career and vocational counseling program;
4. attendance at major bilingual education conferences by staff;
5. encouragement of parent participation by sponsoring the International Festival where over 1,000 parents and community leaders attended;
6. coordination of a fund raising drive by school and parents to help the Italian earthquake victims;
7. articulation of an outstanding extracurricular activities program for program students;
8. development of a strong tutorial program;

9. a pattern of solid achievement in growth in English and native language reading, high passing rates in content area and elective courses.

As a result of program efforts, students have evidently excelled by: winning numerous awards in city-wide competitions; having a lower drop-out rate and higher attendance rate than the rest of the school; having a disproportionately high number of students on the honor roll and inducted into the honor society. In addition, of the eight students graduating this year, all are going on to college.

RECOMMENDATIONS

It is evident that the program has made great strides in encouraging active parental participation. It has met some success, but continues to experience the problem of the lack of full and regular participation by parents. It is suggested that the bilingual staff persevere in involving parents in school functions, and also increase contact with parents through more home visits and telephone calls not only to resolve problems of students but to encourage parents to attend P.T.A. and Parent Advisory Meetings as well.

The school provides advanced placement in the upper level Spanish courses, but there is no provision for the Italian students to receive some sort of college credit which would be a strong incentive for attending college after graduation. Although there is no advanced placement in Italian, there are colleges and universities which offer college credit courses, taught at the secondary school. Adelphi University in Garden City offers such a program. It is highly recommended that the program staff investigate this opportunity.

The program records of student and program achievements are more than adequate. However, it might be beneficial to refine the record-keeping process so that the details of program success are not forgotten with time. A log might be kept contrasting program students with students in the entire school, number of home visits made, name of parents contacted by phone, awards received by program students with details. This type of data might prove valuable for future evaluations, future funding and public relation campaigns as well as an effective means of self-evaluation for future program development.

While considering staff, it should be noted that the program should continue to look for bilingual professionals who are certified in the content areas, especially in the fields of math and science.

Due to the paucity of materials in Italian, it strongly urged that more communication be established with other secondary schools in the city with bilingual programs in Italian such as New Utrecht High School in Brooklyn. Curriculum and materials can be shared, thus reducing duplication of efforts.

In conclusion, it must be stated that the Grover Cleveland Bilingual Program is certainly succeeding. The dedication of the staff has without doubt contributed to making the bilingual program work so well.